

# Writing (W)

## Expectations for Teaching and Learning

*Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.  
Teachers should continue to address earlier standards as they apply to more complex text.  
Students are expected to build upon and continue applying concepts learned previously.*

## Fundamentals of Writing

- Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.
- Interact and collaborate with peers and adults to develop and strengthen writing.
- Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience.
- Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information.
- Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community.
- Incorporate authors' craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.

## Meaning, Context, and Craft (MCC)

**Standard 1: Write arguments to support claims with clear reasons and relevant evidence.**

GRADE THREE	GRADE FOUR	GRADE FIVE
<p>1.1 Write opinion pieces that:</p> <ol style="list-style-type: none"> <li>introduce the topic or text, state an opinion, and create an organizational structure that includes reasons;</li> <li>use information from multiple print and multimedia sources;</li> <li>organize supporting reasons logically;</li> <li>use transitional words or phrases to connect opinions and reasons;</li> <li>develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;</li> <li>use paraphrasing and original language to avoid plagiarism; and</li> <li>provide a concluding statement or section.</li> </ol>	<p>1.1 Write opinion pieces that:</p> <ol style="list-style-type: none"> <li>introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose;</li> <li>use information from multiple print and multimedia sources;</li> <li>provide reasons supported by facts and details;</li> <li>use transitional words or phrases to connect opinions and reasons;</li> <li>develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;</li> <li>use paraphrasing, quotations, and original language to avoid plagiarism; and</li> <li>provide a concluding statement or section related to the opinion presented.</li> </ol>	<p>1.1 Write arguments that:</p> <ol style="list-style-type: none"> <li>introduce a topic or text clearly, state a claim, and create an organizational structure in which related ideas are grouped to support the writer's purpose;</li> <li>use information from multiple print and multimedia sources;</li> <li>provide logically ordered reasons supported by relevant facts and details;</li> <li>use transitional words, phrases, and clauses to connect claim and reasons;</li> <li>develop and strengthen writing as needed by planning, revising, editing, rewriting;</li> <li>use paraphrasing, summarizing, quotations, and original language to avoid plagiarism; and</li> <li>provide a concluding statement or section related to the claim presented.</li> </ol>

**Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

<p>2.1 Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> <li>a. introduce a topic and group related information together;</li> <li>b. use information from multiple print and multimedia sources;</li> <li>c. include illustrations to aid comprehension;</li> <li>d. develop the topic with facts, definitions, and details;</li> <li>e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;</li> <li>f. use paraphrasing and original language to avoid plagiarism;</li> <li>g. use transition words and phrases to connect ideas within categories of information;</li> <li>h. develop a style and tone authentic to the purpose; and</li> <li>i. provide a concluding statement or section.</li> </ul>	<p>2.1 Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> <li>a. introduce a topic clearly;</li> <li>b. use information from multiple print and multimedia sources;</li> <li>c. group related information in paragraphs and sections;</li> <li>d. include formatting, illustrations, and multimedia to aid comprehension;</li> <li>e. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;</li> <li>f. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;</li> <li>g. use paraphrasing, quotations, and original language to avoid plagiarism;</li> <li>h. link ideas within categories of information using words and phrases;</li> <li>i. use precise language and domain-specific vocabulary to inform or explain the topic;</li> <li>j. develop a style and tone authentic to the purpose; and</li> <li>k. provide a concluding statement or section related to the information or explanation presented.</li> </ul>	<p>2.1 Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> <li>a. introduce a topic clearly;</li> <li>b. use relevant information from multiple print and multimedia sources;</li> <li>c. provide a general observation and focus;</li> <li>d. group related information logically;</li> <li>e. use credible sources;</li> <li>f. include formatting, illustrations, and multimedia to aid comprehension;</li> <li>g. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;</li> <li>h. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;</li> <li>i. use paraphrasing, quotations, summarizing, and original language to avoid plagiarism;</li> <li>j. link ideas within and across categories of information using words, phrases, and clauses;</li> <li>k. use precise language and domain-specific vocabulary to inform or explain the topic;</li> <li>l. develop a style and tone authentic to the purpose; and</li> <li>m. provide a concluding statement or section related to the information or explanation presented.</li> </ul>
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**Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**

<p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ul style="list-style-type: none"> <li>a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;</li> <li>b. establish a situation and introduce a narrator and/or characters;</li> <li>c. organize an event sequence that unfolds naturally;</li> <li>d. use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations;</li> <li>e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;</li> <li>f. use temporal words and phrases to signal event order;</li> <li>g. use imagery, precise words, and sensory details to develop characters and convey experiences and events; and</li> <li>h. provide a sense of closure.</li> </ul>	<p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ul style="list-style-type: none"> <li>a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;</li> <li>b. orient the reader by establishing a situation and introducing a narrator and/or characters;</li> <li>c. organize an event sequence that unfolds naturally;</li> <li>d. use dialogue and description to develop experiences and events or show the responses of characters to situations;</li> <li>e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;</li> <li>f. use a variety of transitional words and phrases to manage the sequence of events;</li> <li>g. use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and</li> <li>h. provide a conclusion that follows from the narrated experiences or events.</li> </ul>	<p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ul style="list-style-type: none"> <li>a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;</li> <li>b. orient the reader by establishing a situation and introducing a narrator and/or characters;</li> <li>c. organize an event sequence that unfolds naturally;</li> <li>d. use dialogue, pacing, and manipulation of time to develop experiences and events or show the responses of characters to situations;</li> <li>e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;</li> <li>f. use a variety of transitional words, phrases, and clauses to manage the sequence of events;</li> <li>g. use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and</li> <li>h. provide a conclusion that follows from the narrated experiences or events.</li> </ul>
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## Language (L)

### Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

GRADE THREE	GRADE FOUR	GRADE FIVE
<p>4.1 When writing:</p> <ul style="list-style-type: none"> <li>a. show knowledge of the function of nouns, pronouns, verbs, adjectives, and adverbs;</li> <li>b. form and use regular and irregular plural nouns; use abstract nouns;</li> <li>c. form and use regular and irregular verbs;</li> <li>d. form and use the simple verb tenses;</li> <li>e. ensure subject-verb and pronoun-antecedent agreement;</li> <li>f. form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified;</li> <li>g. form and use prepositional phrases;</li> <li>h. use coordinating and subordinating conjunctions; and</li> <li>i. produce simple, compound, and complex sentences.</li> </ul>	<p>4.1 When writing:</p> <ul style="list-style-type: none"> <li>a. use relative pronouns and relative adverbs;</li> <li>b. form and use the progressive verb tenses;</li> <li>c. use modal auxiliaries to convey various conditions;</li> <li>d. use modal auxiliaries and the progressive verb tenses, recognizing and correcting inappropriate shifts in verb tense;</li> <li>e. order adjectives within sentences according to conventional patterns;</li> <li>f. explore using prepositional phrases in different positions within a sentence;</li> <li>g. use coordinating and subordinating conjunctions;</li> <li>h. use a variety of sentence types to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons; and</li> <li>i. use frequently confused homonyms correctly.</li> </ul>	<p>4.1 When writing:</p> <ul style="list-style-type: none"> <li>a. show knowledge of the function of conjunctions, prepositions, and interjections;</li> <li>b. form and use the perfect verb tenses;</li> <li>c. use verb tense to convey various times, sequences, states, and conditions;</li> <li>d. recognize and use appropriate continuity or shifts in verb tense; and</li> <li>e. use correlative conjunctions.</li> </ul>

### Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

5.1 Capitalize appropriate words in titles, historical periods, company names, product names, and special events.	5.1 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.	5.1 Apply correct usage of capitalization.
<p>5.2 Use:</p> <ul style="list-style-type: none"> <li>a. apostrophes to form contractions and singular and plural possessives;</li> <li>b. quotation marks to mark direct speech; and</li> <li>c. commas in locations and addresses, to mark direct speech, and with coordinating adjectives.</li> </ul>	<p>5.2 Use:</p> <ul style="list-style-type: none"> <li>a. apostrophes to form possessives and contractions;</li> <li>b. quotation marks and commas to mark direct speech; and</li> <li>c. commas before a coordinating conjunction in a compound sentence.</li> </ul>	<p>5.2 Use:</p> <ul style="list-style-type: none"> <li>a. apostrophes and quotation marks; and</li> <li>b. commas for appositives, to set off the words <i>yes</i> and <i>no</i>, to set off a tag question from the rest of the sentence, and to indicate direct address.</li> </ul>
5.3 Use conventional spelling for high- frequency words, previously studied words, and for adding suffixes to base words.	5.3 <i>Students are expected to build upon and continue applying previous learning.</i>	
5.4 Use spelling patterns and generalizations.	5.4 Use spelling patterns and generalizations.	5.4 <i>Students are expected to build upon and continue applying previous learning.</i>
5.5 Consult print and multimedia sources to check and correct spellings.	5.5 <i>Students are expected to build upon and continue applying previous learning.</i>	

## **Range and Complexity (RC)**

**Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.**

<b>GRADE THREE</b>	<b>GRADE FOUR</b>	<b>GRADE FIVE</b>
6.1 Write routinely and persevere in writing tasks: a. over short and extended time frames; b. for a range of domain-specific tasks; c. for a variety of purposes and audiences; and d. by adjusting the writing process for the task, increasing the length and complexity.	6.1 Write routinely and persevere in writing tasks: a. over short and extended time frames; b. for a range of domain-specific tasks; c. for a variety of purposes and audiences; and d. by adjusting the writing process for the task, increasing the length and complexity.	6.1 Write routinely and persevere in writing tasks: a. over short and extended time frames; b. for a range of domain-specific tasks; c. for a variety of purposes and audiences; and d. by adjusting the writing process for the task, increasing the length and complexity.
6.2 Students are expected to build upon and continue applying previous learning. <i>Grade 1 Print upper- and lower-case letters proportionally using appropriate handwriting techniques.</i>		
6.3 Students are expected to build upon and continue applying previous learning. <i>Grade 1 Write left to right leaving space between words.</i>		
6.4 Continue to develop effective keyboarding skills.	6.4 Demonstrate effective keyboarding skills.	6.4 Students are expected to build upon and continue applying previous learning.
6.5 Connect upper- and lower-case letters efficiently and proportionately in cursive handwriting.	6.5 Students are expected to build upon and continue applying previous learning.	